

Year 5—Personal Development



Subject	Character development	Citizenship	British values	Equality	Physical and mental health	Preparations for next stages	Careers
English	Queen of the Falls- taking risks, following your dreams, being a 'daredevil'	Arthur and the Golden Rope- learning about Norse mythology- respecting the cultures and beliefs of others The Paperbag prince- taking care of the environment, recycling	Debating- have characters done the right thing? We have debated current news in the media to develop speaking, listening and communication Shakespeare- his importance on British culture. We look at words and phrases that we still use today and how these have developed.	Queen of the Falls- Mary Ed-ison Taylor- the first woman to go down the Niagra Falls in a barrel.	Chris Hadfield in the Darkest Dark overcame his fears. Mary Eddison Taylor achieved success and fame even when people were against her.	-Inference skills -communication skills -ability to write to a good standard -Write in standard English -Letter writing -Non-fiction texts writing.	Poet Author Copywriter Journalist Debater
Maths	-Problem solving -Perseverance -Resilience	- working collaboratively with peers - Giving detailed explanations to consolidate own learning and to support others with their understanding	-Tolerance of different subjects -individual liberty – choice of re-sources to use and different methods.	-All children taught the same content. -Support given to those who require it.	-Challenging mental ability.	- problem solving - Reasoning - Data Handline	-Mathematician -Statistician
Science	Learning about the world around them and how they fit into this.	Living things and their habitat - learning to respect the planet and what part they play in the future of our planet.	Sir Isaac Newton-	Women in science- Jane Goodall	Puberty- mental health Puberty- physical health	Children understanding their bodies and how they will change as they grow older.	Scientist Researcher Ecologist Environmentalist
RE	Growing an awareness and knowledge for different Religions and cultures. Visiting church to celebrate Christian festivals.	Taking an interest in other cultures and being respectful of them.	Mutual respect and tolerance of others – RE learning about the different faiths and everyday routines.	Compare and contrast Hindu, Muslim and Christian beliefs	-spirituality	Building on learning respect for others.	Teacher Vicar
Computing	Screen time Learning about the digital world and how to evaluate sources of information for reliability— making informed decisions.	Internet Safety – considering the impact of our online behaviour on other people in our community.	-respect – why it is important to keep personal information secure rule of law – using age-appropriate apps and software individual liberty – create own codes and games	-All having access to technology to support learning during lessons. Awareness that not everyone has this privilege.	Screen time Using age appropriate apps/ software	-Use of spreadsheets -Coding -Online safety	Coder Any job that requires Microsoft software use
PE	Accessing SEND ability sports events. Town sports Sports day Athletics competitions	-Being part of a team -Showing good sportspersonship	Rule of law, teaching the children to follow rules through games. Mutual respect is shown throughout the subject of PE, teaching of cheering teams on and never disregarding others feelings during loss.	Taking turns. Team work through games. Adapt all games to allow inclusivity through every PE topic. Make use of our adaptive PE cards for any game we play, offering support to everybody in any way that they need. Physical adaptation, cognition and learning adaptations, sensory adaptations and social and emotional adaptations.	Promoting an active lifestyle through exercise for approx 3 hours a week.	-Setting foundations of skills to continue to build on in Year 6.	Sportsperson
History	Children showing empathy towards the French citizens. Children understand the importance of the British Empire and how The Commonwealth began.	Understanding the French revolution and respecting their history Understanding and respecting	Individual liberty Democracy- Children understand how Napoleon Rule of Law	That there used to be hierarchies in society.	How history impacts mental health- Transatlantic slave trade- how this issue can still be relevant today	The children have an understanding about the importance of Britain in history and the countries in The Commonwealth.	Politics

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Geography	<p>Understanding where we live in the world. Understanding how different places in the world are.</p> <p>Developing different skills relevant for the subject (atlas/ map skills).</p>	<p>-caring for the environment around us</p> <p>-awareness of different environments</p> <p>- different ways of living</p>	<p>-respect – developing respect of our own and others countries</p>	<p>How to look after our world.</p>	<p>To see how beautiful our world is</p>	<p>Life skills Map skills Coordinates, finding coordinates, understanding topography of the British Isles</p> <p>Understanding local issues</p>	<p>Local councillor Local environmentalist</p>
Art	<p>Children look at different artists and learn that art is subjective- there is no right or wrong- just development over time</p> <p>Children learn different ways to express themselves and new skills to do this</p>	<p>Children learn about the Benin plaques and discuss and debate whether the Benin Art should be in British museums or returned to their country of origin</p>	<p>Children learn to respect other cultures in West African art</p> <p>Individual liberty- children are making choices on how their art looks and what style they use</p>	<p>-all experience the same process regardless of gender or ability</p> <p>-Male and female artists, pictures of different genders/races</p>	<p>-use of art as a relaxation tool</p> <p>-development of fine motor skills</p>	<p>Children can be inspired by artists looked at to develop their own artistic style</p>	<p>Artist</p>
Design and Technology	<p>-resilience</p> <p>-understanding own abilities</p> <p>-knowledge of specific skills eg: sewing, cooking, engineering, designing, make, evaluate</p>	<p>-right to express themselves through the medium of design and technology</p>	<p>-individual liberty – to make own choices about designs and projects and work at their own level.</p>	<p>-all experience the same process regardless of gender or ability</p> <p>-Adaptions made where needed to ensure all children can access the curriculum</p>	<p>Making pitta bread—learning how bread can be part of a balanced, healthy diet.</p> <p>Learning dexterity for sewing</p>	<p>Sewing Designing, making and evaluating</p>	<p>Engineer Chef Tailor</p>
Music	<p>-resilience</p> <p>-confidence</p> <p>-performance skills</p> <p>-skills of playing an instrument</p>	<p>Listening to each other to keep pulse, rhythm.</p>	<p>Respect for different genres of music and for peoples preferences in musical choices</p>	<p>Having access to equal opportunities when playing the instruments.</p>	<p>Singing for others Singing to boost mental health</p>	<p>Deeper understanding of musical notation</p>	<p>-musician -performer -music technician</p>
French	<p>Children have the opportunity to see and hear examples of native speakers to understand other cultures.</p>	<p>Supporting peers with speaking, listening and reading skills.</p>	<p>Respect for other languages/ cultures</p>	<p>Taking turns to speak aloud.</p>	<p>Using resilience to learn a new language</p>	<p>Basic knowledge of language skills to transfer to secondary school.</p>	<p>Language teacher</p>

Year 5—SMSC

Spiritual Examples	Moral Examples	Social Examples	Cultural Examples
<ul style="list-style-type: none"> • RE Curriculum – teaches about many religions. • • Children experience celebrating other cultural and religious celebrations (Chinese New Year/Eid). • • Opportunities to enjoy the natural world and human achievement through a range of curriculum learning visits: Moss-Fest • 	<ul style="list-style-type: none"> • Behaviour pathway teaches children right from wrong – assemblies to reinforce this. • • Pupils taught to appreciate the views of others – different religions, ethnic groups, diversity within the community. • • Pupils are mentored when they make the wrong choices and supported to improve their behaviour. • 	<ul style="list-style-type: none"> • Kagan structures and cooperative learning – working collaboratively to support others. • • Events where pupils work collaboratively eg: reading buddies. • • After school events such as discos, film nights to facilitate further socialisation amongst peers. • • Pupils perform in Christmas performances and in music assemblies etc. • • Play leaders to support activities during break and lunch times. • 	<ul style="list-style-type: none"> • Places of worship visits and inviting visitors in from a range of backgrounds. • • French – children learn the language and aspects of the French culture. • • History curriculum – teaches about cultural influences that have shaped our world today. •

Year 5—Wider opportunities

Enrichment	Pupil leader ship	Safeguarding
<ul style="list-style-type: none"> • Visits to the local high schools, to help with transition and building relationships. For example, the children went to Eaton Bank to take part in basketball and trampolining lessons. They took part in Crystal Maze challenge for higher ability children. At • Cheshire Police escorted the pupils to work on their bikes and held a bike safety workshop • We visited Wellspring church at Easter and took part in a morning workshop. • Whole school pantomime trip • Sports week • Reading buddies • Pets as therapy • Charity events—CIN, Comic relief, East Cheshire Hospice • Mossfest—residential (2 nights) • Christmas Concert • Science week • Extra curricular music lessons • House competitions • Town sports teams • Sports teams • Choir opportunities • After school clubs • Country wide picture news • Friends and family lunch • PTA events—disco, BBQ, Stoke pantomime trip • Worship led by members of the local community (Nic Blackmore, Rev Nice, Stoke City, Music for life). • Sports day • Zooms with authors, for example Hannah Gold- The Last Bear. • 	<ul style="list-style-type: none"> • School council • digital leaders, • reading dragons • worship and wellbeing ambassador, 	<ul style="list-style-type: none"> • Internet Safety Day- Being safe online with local police • Fire safety workshop • Road safety • Growing up talk